

Middle School Initiative

**PART I
COVER SHEET**

CAP 4 SEMESTER 1 WEEK 6

COURSE: Flight Commander Leadership Laboratory, Achievement 9

LESSON TITLE: Staff Meetings, Introduction to Staff Duty Analysis

LENGTH OF LESSON: 30 Minutes

METHOD: Informal Lecture - Discussion

REFERENCE(S):

1. *Leadership: 2000 and Beyond*, Volume II, Chapter 8
2. CAPR 52-16, *Cadet Program Management*, Chapter 2, 31 Dec 98
3. CAPP 52-14, *Staff Duty Analysis Guide*, Attachment 1, 15 Oct 98

AUDIO/VISUAL AIDS/HANDOUTS/ACTIVITY MATERIAL(S): None

COGNITIVE OBJECTIVE: The objective of this lesson is for each cadet to:

1. Understand the purpose and usefulness of unit staff meetings.
2. Become aware of the requirements of the Staff Duty Analysis program.

COGNITIVE SAMPLES OF BEHAVIOR: Each cadet will:

1. Willingly accept the responsibility of setting up or conducting a staff meeting, when asked.
2. Become thoroughly familiar with the purpose of the staff duty analysis program.

AFFECTIVE OBJECTIVE: N/A

AFFECTIVE SAMPLES OF BEHAVIOR: N/A

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PART II TEACHING PLAN

Introduction

ATTENTION: *"Remember this: The truly great leader overcomes all difficulties, and campaigns and battles are nothing but a series of difficulties to overcome. The lack of equipment, the lack of food, the lack of this or that are only excuses; the real leader displays his quality in his triumphs over adversity, however great it may be."*

- George C. Marshall
General of the Army
Army Chief of Staff, WW II

MOTIVATION: *"Learn to obey before you command."*

- Solon, Athenian Philosopher

TRANSITION: The two quotes that I have just read to you have a relevant bearing on the hour at hand. We will be covering the purpose of staff meetings and be introducing you to the purpose of the staff duty analysis program. You must become aware of all the directives that govern any particular CAP staff position and the reasoning for these directives. So let's move on and find out what is before you in the next several weeks.

Body

MP 1 Staff Meetings. In the class on Planning Unit Meeting Agenda, in the Doolittle Achievement, you were made aware of the requirement for planning the agenda for a unit meeting. You were advised that there would be no activity in this area as you are undergoing a regimented program and all is planned for you in advance.

As a cadet flight commander, or staff officer, you will be required to participate in a cadet unit staff meeting. You may be requested to set up this meeting, or even conduct it. During the staff meeting, you may be requested to plan training sessions outside the normal weekly schedule, such as a weekend of first aid, communications, and other emergency services training. With this in mind, you might refer back to that chapter to aid you in your planning of the weekend activity. If you remember your scheduled first year training weekend, you have to realize that there were many hours of planning put into it before it became an actuality. Of course there was some confusion at the beginning, but everything smoothed out as you progressed through the activity. This was your first team experience outside the classroom environment and even the best-made plans are not perfect during the initial stages of implementation.

Staff meetings should be scheduled only when absolutely needed and be as brief as possible. The agenda should be clearly defined and the meeting kept business-like. In other words, stay on track. A good staff meeting should provide meaningful information, provide interaction between staff officers, allow for the planning of future activities, and solve any problems at hand. If your cadet staff meeting is about the emergency services weekend, the senior member responsible for that program should be in attendance to observe and give advice as necessary. In all cadet staff meeting, the person in charge of the unit cadet program should be present.

Since you have established the agenda for the meeting, have the cadet administrative officer/NCO record the minutes of the meeting. The minutes of the meeting can then be reviewed by all concerned that whatever plans have been made are kept on track by the tasked individual(s). The minutes of the last meeting can be reviewed at the current meeting to see if there are areas that need to be corrected, etc.

A staff meeting allows the commander to delegate responsibility and authority to carry out needed tasks. This time also allows for both positive and negative feedback regarding the assigned tasks. Any staff meeting held by the senior unit commander should have the cadet commander in attendance if any of the planning involves the cadet unit. This interaction between the senior staff and the cadet staff will help keep the entire unit aware of the plans and programs that are forthcoming.

MP 2 STAFF DUTY ANALYSIS. Throughout your Phase III and Phase IV work, the Staff Duty Analysis (SDA) will be the most important part of each achievement. Staff duty analyses are not simple, if they are done properly, because the goal is to learn as much as possible about the tasks that are standard for squadron-level staff officer positions.

As you know, Civil Air Patrol (CAP) publishes directives that prescribe the major actions and the details of how tasks are to be accomplished. Most staff officers (cadets and senior members) will never become authorities on every detail of the tasks common to their assignments. However, if an officer knows the general requirements of a position and is familiar with the subject content of all CAP directives, there should be no problem in performing a specific job in a professional manner. This is because the individual can refer quickly to the directives that contain details of the subject area.

Since you are an advanced cadet and a staff officer, it is your responsibility to provide the continuity and professionalism so essential to the excellence of your squadron. You can do this only if you make a concentrated study of the directives appropriate to your assignment, and through further study are prepared to fill other staff assignments as the need arises. This is why you are required to go through the staff duty analysis procedure for each of the eight achievements in Phases III and IV. When you complete Phase IV and have done each staff duty analysis conscientiously, you will be prepared to serve effectively in almost any senior member staff position found in cadet or composite squadrons.

After you have completed Phase II, you received the Phase III Study Packet, which contains a number of CAP directives. When you complete Phase III you will receive the Phase IV Study Packet. After receiving these study packets, you will have a comprehensive set of directives

which pertain to squadron-level functions. You must keep these directives because you will need them for reference in future staff duty analyses. For instance, you may find that you need to restudy a directive you received in the Phase III Study Packet. You are cautioned to check the directives in your possession with the current CAPR 0-2, *Numerical Index of CAP Regulations, Manuals, Pamphlets, and Visual Aids*, located in your unit's administrative office. Directives become obsolete, are revised, changed, or are consolidated. If you would like to have your own set of CAP regulations and manuals with a one-year's subscription, you may purchase the set from the CAP Bookstore. Needless to say, to be an authority on a subject, you must have the latest information. If you find one of your directives has been replaced by a revision or a change has been published, purchase the revision or change from the CAP Bookstore.

In addition to the directives you have received and will receive, refer to *Leadership: 2000 and Beyond*, Volumes II and III. You may find it necessary to refer to CAPM 50-1, *Introduction to Civil Air Patrol*.

For each of the eight Phase III and Phase IV achievements, there is a section in *Leadership: 2000 and Beyond*, describing each achievement's staff duty analysis. These sections have valuable information and are an integral part in completing each SDA. The first segment of the section is an introduction describing each SDA and staff officer position pertaining to the SDA. The second segment is References. This is a list of CAP directives that you will use to complete each SDA. The next segment is Work with the Key People. This is a list of staff officers in your unit whom you should work with to accomplish each SDA. They can provide you with helpful information if it is not given in CAP directives, CAPP 52-14, or the SDA sections in *Leadership: 2000 and Beyond*. The fourth segment is Purpose and Scope. This describes what each SDA is designed to accomplish. The fifth segment is Performance Requirements. The performance requirements are the main tasks to be completed to finish each SDA. Also included in some performance requirements segments are Duties and Responsibilities. This describes the primary function of each SDA staff officer position. The next segment is the staff position Checklist. These checklists are additional tasks needed to complete each SDA. Three additional segments that may be included in each SDA section are Background, Procedures, and Insightful Hints. Background provides you more relative information on each SDA staff position. Procedures give information to help you complete the Performance Requirements. Insightful Hints provides great information on how to be the staff officer pertaining to each SDA.

When you start any SDA, you should completely read the SDA section of the achievement you are working on in *Leadership: 2000 and Beyond*. Then you will have a good idea of what the SDA is about and how to accomplish it. Also, when you start a SDA, you should read all the directives listed in the references segment of the SDA section. There is no need to study the directives at this time, just read them quickly to get an overview of their content.

The SDA is a complex project split into two halves. The first half of each SDA analyzes the performance requirements. These performance requirements only give an overview of what is to be done. It is your responsibility to find out the details of how to analyze these objectives. When you have done this, you will know how to perform the objective and be familiar with the directives pertaining to it.

When analyzing performance requirements, you need to record your work. Use a spiral or wireless notebook or computer to maintain and organize your notes. A spiral or three-ring notebook works well because the pages in this type of notebook are not lost easily. Use one notebook for each SDA. At the beginning of your analysis of a learning objective, record the learning objective in your notebook. Then determine which directives actually apply to the learning objective. You can do this by checking the "Contents" pages of directives you have received in all your study packets. When you find a directive containing applicable information, record its number and appropriate paragraphs in your notebook. Make a subheading under which you can list the directives.

When you are satisfied you have listed all applicable directives, you are ready for the next step: to decide how and why a task is done. This should comprise the "B" subheading of the objective. You should study the directives in detail and summarize in your own words what pertains to the objective you are analyzing. You would note the actions and the references from which these actions can be found, also, not why these actions are as stated, what the consequences are, and what preventive measures are or should be taken. In short, you want to feel qualified to answer any question concerning the actions your are studying. (See CAPP 52-14, Attachment 2 for an example of this note-taking format.)

After you have completed all the performance requirements in a SDA, you are ready for the second half. This portion of the SDA process analyzes the checklist for each SDA. Like the performance requirements, the checklist is not simple tasks done quickly. They are in-depth assignments taking investigative work to complete. You start analyzing a checklist by writing down each item of the checklist in your notebook and then recording information such as: if these items are being done, how are they being done, how will they be done, and other details relating to them. For example, the first item of the Administrative Officer Checklist is "Establish a standard publications library. Inform all staff officers of location and use of the library." If your unit already has a standard publication library, then there is no need to establish one. But, is it well maintained; does everyone know where it is; does it get used much? These are the kind of questions you need to answer for each item of the checklist.

For each SDA, you are going to create a report. You need to keep this report in a three-ring binder so nothing gets lost and all parts of the report are in one place. There are a number of documents you need to include in each report. The first document is a SDA index. This index (see CAPP 52-14, attachment 3) lists the performance requirements and other materials contained in the report. If a learning objective consists of an action such as teaching a class, write a brief summary of how the class went, where the class took place, and who attended. If a learning objective consists of completing written materials such as forms, then list these written materials. The next set of documents included in the report is any written materials such as forms and written reports. The last document included in the report is your notebook. Your unit leader will examine this completed SDA report and determine if you have successfully completed the SDA requirements. (**NOTE:** See CAPP 52-14, Attachment 3, for Sample SDA Index for grading SDA reports.)

The SDA process is an individual effort and the quality of the process is proportionate to the amount of effort expended. You can become an authority on most unit level aspects of CAP functions if you take the time and pursue each SDA as outlined in this class.

Conclusion

SUMMARY: We have learned today about conducting staff meetings in the unit and the purpose of the staff duty analysis program. Each of these areas is integral to the conduct of the CAP cadet program, from here on.

REMOTIVATION: The focus of leadership is people. We lead people and manage things. In other words, leaders do the right thing while managers do things right.

CLOSURE: As part of your homework for the next week, finish the chapter review exercise and study the materials for the staff duty analysis in this achievement. Next week we will delve into the actual process of developing the staff duty analysis. Have a good afternoon. Class is dismissed.

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**PART III
LESSON REVIEW**

LESSON OBJECTIVE(S): The purpose of this lesson was for each cadet to become aware of the purpose of unit staff meetings and to be introduced to the Staff Duty Analysis program.

LESSON QUESTIONS: Completion of the chapter review exercise satisfies this requirement.